

Notes from Alan November's Keynote at ACLE

Notes brought to you by Vanessa Noonan (@v_mansour), Cathy Hunt (@art_cathyhunt), Amanda Pentti (@ajpentti), and Amanda Rablin (@ackygirll)

Link to share is: <https://docs.google.com/document/d/1bUZ7Ov6mLabZvl-V1IDivVOWpv1v1-6QrkdY4-KhKo/edit?usp=sharing>

Resources (websites) Writer: Vanessa Noonan & Amanda Pentti	Practical and Immediate Applications Writer: Cathy Hunt	Big Ideas Writer: Amanda Rablin
<ul style="list-style-type: none"> ● http://novemberlearning.com/ ● #acle2013 ● @globalearner ● Free online courses OpenCourseWare - http://ocw.mit.edu ● http://www.polleverywhere.com/ - great way to collect data quickly with students /participants. ● Polleverywhere code - 61429883481 or ● Tweet @poll ● PollEv.com/novlearn ● First 5 days of school teach students to learn how to learn- ● http://novemberlearning.com/educational-resources-for-educators/first-5-days-of-school/ - how can we prepare students for the 5 first days? 	<p>Use technology...even if you hate it! Just have a back-up plan.</p> <p>Examine your ideas, practice and pedagogy - what are you teaching your students and why?</p> <p>Look for the borders and boundaries.</p> <p>Online courses/learning (MOOCs and others) can provide accessible learning opportunities and the experience of success for students. How can you change the way you do business?</p> <p>Examine your classroom - how many students could manage their own learning without you?</p> <p>Ultimate goal of education may be that students can organise their own learning - digital tools allow teachers to give more responsibility to students.</p> <p>Polleverywhere.com is a tool that audiences/classrooms can leverage.</p> <p>Present opportunities for students to go down the wrong pathways and make</p>	<p>Rethinking the ownership of learning. Who does the most work?</p> <p>Our work should be good enough to criticise.</p> <p>Ideas could be new (inspiring or overwhelming) or comforting</p> <p>Should we maintain the control of learning and the 4 walls or open students up to the world?</p> <p>Live and let live!</p> <p>The old ways of university (learning) are beginning to be chipped away and offering courses differently.</p> <p>Learning is accessible in ways that it never was before... remote learners in poverty can experience what was previously for traditional college students</p> <p>The ultimate goal is that students own their learning - they are able to learn.</p> <p>We are in an age where students can manage more of their own learning.</p> <p>Teachers are more important in this</p>

<ul style="list-style-type: none"> • First 5 Days Day 1 - http://vimeo.com/46090395#at=0 • First 5 Day Day 2 - http://vimeo.com/46091021 • First 5 Days Day 3 - http://vimeo.com/46091562 • Day 1 - Directing Learning with Google Custom Search using Alan's Google Doc - https://docs.google.com/document/d/1BDooOUQ_CYEGnIY-gGQniHiTINvxY88hpAn3CRIW0Tg/edit • Using operators when searching - http://www.googleguide.com/advanced_operators_reference.html (Alan recommends this site) • Example Search - filetype:ppt site:edu:au "Romeo and Juliet" - returns 1,650 powerpoints • Example Search 2 - filetype:ppt site:edu "Romeo and Juliet" - returns - returns 932 results • http://www.stormfront.org - need to check • Google search - link:www.martinlutherking.org site:edu link:www.stormfront.org - returns .edu sites, a link to martinlutherking AND stormfront.org 	<p>mistakes.</p> <p>Plans for the first five days of school</p> <p>Direct learning towards teaching students to 'learn how to learn' and develop confidence in active learning.</p> <p>Ask how we can set students up for success.</p> <p>Begin with digital literacy and search techniques without the assumptions that 'kids know how' to use the web and web tools that have critical importance in their learning and life. Kids see the usefulness of these tasks and tools which enhances trust and relationships between students and teachers.</p> <p>Google Docs Can be used to produce collaborative note-taking - the teacher organises the structure and looks to the classroom context to design task. Reflecting, writing and collaborating allows students to learn...and teachers learn about the learning of their students.</p> <p>Google operators On the first day of school one of the most important things a teacher can do is to provide research tasks that are</p>	<p>context than when they control all of the learning.</p> <p>The first days of school are incredibly important. How do we frame the beginning? Collaborative activities helps you to really get to know your students. Teach kids to learn to learn. Do our students have the depth of understanding to really find things online? What are assumptions about what students know and can do? Refining your search refines what you get. One word in google doesn't cut it!</p> <p>If you don't know that you don't know but you think you know, then you are in BIG trouble!</p> <p>Should a teacher spend hours creating resources or is it more powerful to teach students how to find quality resources (with guidance of a teacher rubric) and remix rather than get one powerpoint from a teacher.</p> <p>Students don't like to be a victim of 'powerpointlessness'.</p> <p>Look for ways to give the power back to the students... how much do we take from the students when they could really take the control?</p>
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<ul style="list-style-type: none"> • http://archive.org/index.php - way back machine. Visit backed up websites from when they were first published. • Google lessons plans to use in the classroom http://www.google.com.au/intl/en/insidesearch/searcheducation/lessons.html • Sample Class Blog - http://msscassidyclass.edublogs.org • Alan's TED talk http://t.co/br3NRAYOEe (shared by Joanne Wegener) • @LiveFromRoom5 - teacher posts learning snippets from the day eg images • http://www.wolframalpha.com - dynamic knowledge engine • Resources to teach internet searching for kids http://t.co/Ts8VI5R76O - from @JSSALC • Curse of Knowledge - http://www.allaboutlearningpress.com/curse-of-knowledge • Popular Education # tags from Alan 	<p>internet-based. Running searches allows teachers to examine digital skills and challenge 'known' ideas. Student's don't know what they don't know...</p> <p>"Do you know how to use Google and run searches?"</p> <p>Alan's EG: "Find images that are iconic images of American history." Use and teach tools to direct searches, for example, site:edu site:au or site:edu.au</p> <p>EG 2: Searching for a Romeo and Juliet PowerPoint filetype:ppt site:edu.au "Romeo and Juliet" Look to your teaching and learning methods and make critical decisions about resources that are available. Impact on time management for teachers. Lessons could be focused on analysis and utilisation of texts and sources rather than 'reinventing the wheel'. Teacher can look to pedagogical changes that allow control to shift back to the students.</p> <p>Q: "Why does Wikipedia keep showing up?" Explore the how and why of Google searching to empower students.</p>	<p>The richness of diverse perspectives and the interconnections between ideas (and links between sources) adds depth to student learning.</p> <p>Australia is filled with awesome online resources too!</p> <p>Key skill in 21st learning. How to deal with all the worlds information when it is google search away. (Ben Gehrmann shared this)</p> <p>You need to be well educated to understand the architecture of education. It opens up many windows to learning. "The coolest thing I ever learned"</p> <p>Trust is a really important quality in the learner and teacher relationship.</p> <p>Do kids think they know more than their teachers? How does that affect the trust relationship?</p> <p>Kids wanna create and wanna have 'stuff' on the internet. The social connections are so important.</p> <p>The world is global and so is the possible audience for learning! Documenting learning and sharing it with</p>
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<p>https://docs.google.com/document/d/1Rzv0_q0jPsa5LIzgQ7OQBQ8DNyEEzbZWF3MvHP7yahl/edit</p> <ul style="list-style-type: none"> • TED Talk need to confirm if correct - http://www.youtube.com/watch?v=rXepkIWPhFQ 	<p>Look at the links between web addresses and 'map the internet' to validate sources. Unpack perspectives, expose bias, discuss the truths embedded in texts, etc by revealing owners and creators of content online. EG: link:www.martinlutherking.org site:edu link:www.stormfront.org These kinds of searches could be explored in 'web credibility' lessons in the first few days of school.</p> <p>Kids creating content</p> <p>Allow students an opportunity to design content to help others learn (eg: tutorials). "Kids want to create" and thank you for watching - create classroom opportunities for creating and sharing their work and world.</p> <p>Blogs Show students how their work and ideas can travel around the world - relevance and real world. Show these learning documents from past classes, etc as a way of engaging students, exploring what's possible and a platform to extend the classroom beyond the school walls.</p> <p>Twitter Build relationships...</p>	<p>the world - a brilliant start to being a global learner. Fosters deeper trust with the community (parents, school and beyond). Connect to the community where they are at.</p> <p>Age is not a barrier. Young students can connect and share too.</p> <p>The role of the teacher is not just to help children but to build capacity in the whole family to enhance learning.</p> <p>Tools (like wolframalpha - knowledge engine) put a different level of analysis in the hands of kids. Data collected quickly - then we can do more with it.</p> <p>We need to give kids tools to get immediate feedback</p> <p>The asking of questions is more important than the answers themselves.</p> <p>Imagination, creativity to ask powerful questions is pa</p> <p>Teachers role shifts from answering questions to helping students to ask good questions.</p> <p>Technology plays an important part.</p>
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	<p>Message parents with photographs, success stories, learning objects and questions and promote active engagement, partnerships in learning, etc.</p> <p>Wolfram Alpha Teach students to ask questions...the answer isn't the most important part of a question, but the connection between imagination, curiosity and original responses. Ensure pedagogy is directed towards opportunities for student generated questions. Wolfram Alpha is a dynamic 'knowledge engine' to solve problems, compare information, etc. Use W.A. to work through word problems as the parts of the question are broken down into parts, explained using a variety of styles and feedback is instant. The ability to design their own problems becomes tangible. Sources are acknowledged and these can be used in further investigations.</p> <p>Digital tools Teachers can leverage any device to give student's access to information, a global voice, content creation, etc. Recognise that community is local and global, and students can access them through digital devices.</p>	<p>Every student needs a device -it's a given not a debate.</p> <p>The real revolution is information, connecting and a global voice not the device.</p> <p>Education should make the world a better place.</p> <p>The community is not just local; it is global. The only way to have a global voice is to have a device connected to the internet.</p> <p>Students designing tutorials for others is really powerful.</p> <p>The curse of knowledge. The more you know about your subject the more difficult it is for you to understand what the first time learner in that area is going through. It is easier to understand ideas from a peer than from a teacher.</p> <p>Students will react to the challenge of organising their own learning in different ways. Younger students are more natural at this. The older you get, the more 'schooled' you get and the more dependant that you become on a teacher to manage your learning for you.</p>
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	<p>IF YOU CAN ONLY DO ONE THING... Create an opportunity for students to create tutorials.</p> <p>IDEA: The curse of knowledge means that the more you know about something, the more difficult it becomes to understand the perspectives of the 'new learner'.</p> <p>Students should therefore be given an opportunity to learn from each other and use shared experiences to gain insight.</p> <p>Build a library of student designed tutorials to increase the student voice for exploring concepts.</p> <p>Question for reflection: Are we teaching the 'self-directed' out of students, when at one time it was natural?</p> <p>ASK STUDENTS what they want to learn in schools: Question for student reflection: If you could make the world a better place, what problem would you work on?</p> <p>Question for reflection: Do you educate a whole family and direct teaching and learning to a connected community?</p>	<p>It's not the tool; it's the way we learn and support learners.</p> <p>How do we support not just the acquiring of knowledge but inquiry and wisdom.</p> <p>The rich connections for real world and real life problems and communities is limitless right now. Students can make a difference to their world right now. Students can apply their passions and empathy to their learning in a connected context with others who have the same passions. Students can start working on these problems while they are in school. Community includes parents, school and many global connections too. The role of the family in school needs to be completely reconsidered. This is the first time that many parents are or could be connected too.</p> <p>Students are spending more time online when they are out of school than when they are in school.</p> <p>Schools will have an expanding responsibility to help the whole family to be part of managing and directing learning.</p>
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Questions and comments from twitter and other sources

Writer: Amanda Pentti

- Alan November: Big question for my #acle2013 keynote: Who should own the learning?
- Sean Junkins: Consuming content takes our students places, but creating content lets them take others with them.
- Campbell Smythe: Who should own the learning?" Shouldn't it be shared? Like a sports team?
- Christine Haynes: The Learner! (should own the learning)
- Craig Kupke: The work of children ...'that's what inspires me'
- Amanda Rablin: Should we maintain the control of learning and the 4 walls or open students up to the world?
- Christine Hanes: (We) need to shift pedagogy, culture and physical environment to shift ownership of learning.
- Alan November: How many percent of your students know how to organise their own learning?
- Amanda Rablin: We're in an age where students can manage more of their learning. Teachers are even more important in this context.
- Christine Reid: First 5 days at school are critical. Get students to 100%. How do we prepare students in those first 5 days?
- Amanda Rablin: If you don't know that you don't know but you think you know, then you are in BIG trouble!
- Corrine Salmon: Is it more productive for teachers to create PPT on a topic, or teach students to find existing PPTs and adapt to need?
- Cathy Hunt: Amanda Rablin just introduced me to the term, 'Power-pointless-ness' and I love it!
- Anthony Mueller: (We need) less presentations by teachers and more challenges to students to access, analyse, evaluate what is out there; higher order thinking
- Ewan McIntosh: It's good to push PowerPoint to where it belongs, but a GREAT presentation is still as powerful when coupled with collaboration around it
- Ewan McIntosh: Look at Hattie's evidence and you see that direct instruction with visuals is as strong as classroom discussion
- Travis Wilhelm: f you don't know the google operators, just go to advanced search. Also licence rights options are there. (Creative Commons)
- Angie Perkins: How can you incorporate the use of Powerpoints / web searches for early years education?
- Janet Abercrombie: Use PPT to teach speaking skills. Allow students no more than 5 words on a slide but require them to speak on the topic.
- Steve Kavanagh: A site to help teachers teach students about information on the internet <http://t.co/Q3LaFtHJEK>
- Jonathan Klupp: Question: are the old skills being lost and importantly, do they matter. High order thinking requires lower order competence?
- Pete Langshaw: We still need higher order skills and old skills but they need to be underpinned with a different toolkit

- Graham Gallasch: The role of the teacher is to teach students how to ask questions - YES!!
- Peter Kellett: I would love to know what Alan would do on days three, four and five of the school year.
- Scott Spargo: You gave the what and the how - can you talk to the why? This is where the intrinsic motivation comes from.
- Braydan Wilson: Build a library of student-designed tutorials to give all students access to knowledge. So easy to do now.
- Christine Reid: Are we teaching self direction out of students?
- Craig Kupke: So what can be done to ensure that the increased learner dependence throughout schooling doesn't happen?
- Kirsty Rosenzweig: Prezi is just the next generation PPT. The question or problem students present about is what's important
- Travis Wilhelm: ...the real revolution is in the information, not the device or technology
- Jonathan Klupp: In our secondary schools, are our subject distinctions and structures inhibiting learning? ie calculus is calculus for the exam
- Cathy Hunt: Question the creativity... How many times do your classroom tasks end up with students producing completely different 'products'?
- Peter Kellett: Do schools have a responsibility to educate parents? Alan November feels we need to completely re-access how we deal with families